

Trends in Disabilities in Special Education 2011



Newton Public Schools

December 12, 2011

Department of Student Services



Actions Since 2010

- Provided on-going professional development to general and special educators
- Utilized assistive technology specialist
- Developed transition supports and job coaching FTE
- Developed program for students with autism at South
- Added reading specialists at secondary level



Actions Since 2011

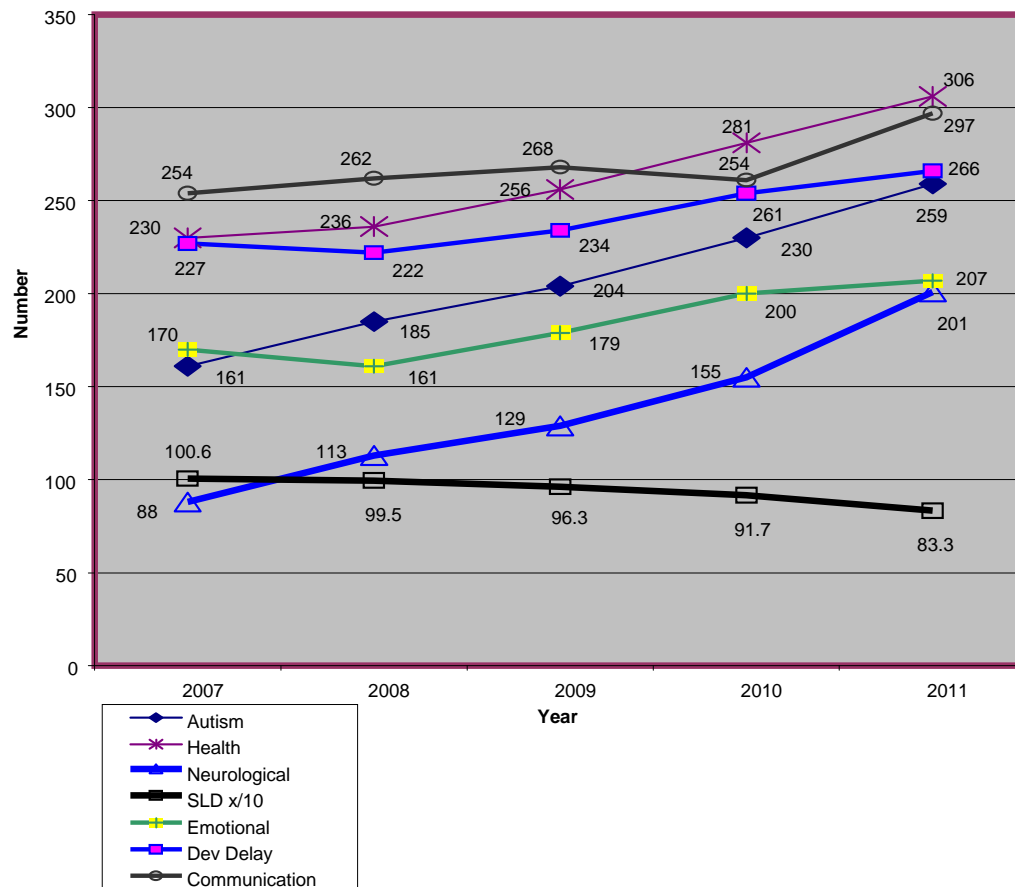
- Expanded co-taught elementary classrooms from six to fourteen
- Expanded CHS



Greatest Changes in Numbers of Students with Disabilities

- Neurological
- Autism
- Health
- Emotional
- Communication
- Developmental delay

Figure 1: Number of Students w/Disability by Year





State Comparison

- Generally parallel
- NPS percent higher for autism, health, and neurological
 - Both NPS and MA increasing
- NPS percent higher for SLD
 - SLD percent declining in NPS and MA
- NPS lower for communication
 - NPS decreased as MA increased



Out of District Placements

TABLE 3: Count of Students Placed by NPS in Out-of-District Placements

School Level*	2007	2008	2009	2010	2011	October 2011
Early Childhood	2	0	0	1	1	1
Elementary	17	11	11	15	16	18
Middle	27	29	25	35	37	32
Secondary	74	85	91	79	90	106
TOTAL	120	125	127	130	144	157
# of students returning to in-district during year and aged out	11	3	7	13	8	5
Agreements	13	16	21	28	35	29

*Data from February 2007-2011 and October 2011 indicated as reported monthly to the NPS School Committee.



Out of District Placements

- October 2011 OOD placements K to age 22:
 - Early Childhood/Elementary 19
 - Middle School 32
 - Secondary 106
- Increased 37 students since 2007
- 29 cost share agreements
- Disability distribution: emotional, autism, SLD highest number placed OOD



Implications for Planning

- Increase in number of students with autism - have needs in communicating, social-behavioral interacting and learning
 - Continue to implement comprehensive autism support programs at all levels
- Increase in number of students with emotional disabilities
 - Expand support from mental health professionals at all levels
- Increase in number of students with health/neurological disabilities
 - Require specialized staff and services



Implications For Planning

- Increase in number of students with communication disabilities
 - Require SLP staffing
- SLD remains highest number of students with special needs
 - Need to provide interventions and supports at all levels



Action Items

- Identify/develop additional programming for students with autism at middle school level
- Identify/develop additional programming for students with social-emotional-behavioral needs at all levels
- Continue to provide professional development to general and special educators
- Maintain assistive technology specialist
- Train staff to support students for transition planning, build partnerships for job development and sharing resources



Action Items

- Continue to evaluate effectiveness and explore options for co-teaching
- Continue to identify spaces for additional programming
- Monitor special education expenditures